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ABSTRACT

New Hampshire's system of postsecondary vocational-technical education developed toward the end of World War II when it was realized that many of the military personnel soon to be demobilized would need retraining for civilian life. Two trade schools, one in Portsmouth and the other in Manchester, were established in 1945. Today, that system has grown to seven institutions, the New Hampshire Technical Institute, and six New Hampshire Vocational-Technical Colleges. In 1949 the original two trade schools became known as the New Hampshire Technical Institutes and a great many incremental changes were made, all tending toward more theoretical work and less work in the shop area. To relieve overcrowding in the system, the New Hampshire State Legislature authorized the development of five vocational institutes and one technical institute in 1961. By the end of the sixties these schools were well established, with good placement rates and average starting salaries for graduates. Vocational-technical colleges were established at Berlin, Claremont, Laconia, and Nashua. By 1975, the system had developed into its present form, offering programs to train technicians, tradespersons, businesspersons, and health care specialists. (Appendixes to this report include a statistical overview of New Hampshire's postsecondary system as of 1981 and a list of the system's administrators.) (MN)

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NEW HAMPSHIRE'S INVISIBLE COLLEGES

A History of the New Hampshire Technical Institute and the New Hampshire Vocational-Technical Colleges, 1945 to 1977

Walter A. Ryan
April, 1982

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PREFACE

This history started with a chance conversation that I had with Dean Bertram V. Mills of the New Hampshire Vocational-Technical College, Claremont. We realized that many of the men who had been instrumental in establishing New Hampshire's Technical Institute, Vocational-Technical College system either had or soon would retire and that the history of these institutions would be lost.

That thought lay dormant until, in the spring of 1980, I was accepted as a fellow in the Exeter Writing Project. That fellowship provided the push that I needed to start researching and the time that I needed to start writing. During that summer Jack Heath and Tom Newkirk, the directors of the project, and Diana Corey, Mary Lou Currier, Sandra Methven, and Carolyn Gardner, the other members of my writing group, read more versions of the early part of this history than either they or I care to remember. I thank them for both their help and their forbearance.

This history could not have been written without the help and cooperation of Gilbert Dolloff, Charles Green, Earl Little, Emerson McCourt, Edward Oleson, George Strout, Edward Sweeney, and Robert Turner. All of them gave generously of their time, allowing me to interview them and reading the next to last draft of this history.

Some portions of this history are based on my own recollections as a student at the New Hampshire Technical Institute, Manchester (1956 - 1958) and as a faculty member at the New Hampshire Vocational-Technical College, Claremont (1969 to the present).

Other information was gathered from the Biennial Reports and other documents published by the New Hampshire State Department of Education since 1945 and from scrapbook collections of newspaper clippings kept by the New Hampshire Vocational-

Technical Colleges at Berlin and at Claremont. I also used The Development of Industrial Arts and Vocational Industrial Education in New Hampshire, by Clifton H. Dustin.

I would like to dedicate this history to the several thousand graduates of the system and to their employers. Together, they have made New Hampshire a more prosperous state.

Walter A. Ryan

Unity, New Hampshire

January, 1982

PROLOGUE

Toward the end of World War II, some people in New Hampshire realized that many of the soldiers, sailors, and airmen soon to be demobilized would need retraining for civilian life. One result of that realization was the establishment of two State Trade Schools, one at Portsmouth and the other at Manchester. Today, that system has grown to seven institutions, the New Hampshire Technical Institute, and six New Hampshire Vocational-Technical Colleges.

New Hampshire's system of post-secondary vocational-technical education developed in response to conditions in New Hampshire. It is different from similar systems in other New England states because the people who were responsible for its founding and its growth did not want to just copy what other states had done; they wanted a system that would meet New Hampshire's needs.

This narrative describes the growth of that system.

The State Trade Schools, 1945 - 1949

Chapter 204, New Hampshire Laws - 1945 established the trade schools. It directed the State Board of Education "... to provide trade and vocational training and retraining for the occupational adjustment of youths and adults and particularly to provide trade school facilities for veterans demobilized from the armed services." The legislature appropriated $150,000 to set up the schools and specified that no more than $75,000 could be used for any one school. Although it was not specified in the legislation, everyone expected there would be two schools, one in Portsmouth and one in Manchester.

Veterans living in New Hampshire had first choice in admission to the trade schools. Tuition was $450 a year, and scholarships for half that amount were available from the state. Students who had not graduated from high school had that part of the tuition not covered by the state scholarship paid by their

local school district.

A school needs programs, staff, equipment, and quarters. The State Board of Education was responsible for deciding what programs would be offered in these schools and for hiring instructors. Once hired, the staffs of these fledgling schools had to find equipment and quarters. The legislation that established the State Trade Schools requested that the Board of Education use as much equipment already owned by the state or available from the federal government as possible. The only machinery immediately available was in the War Training Centers. At the end of the war the War Training Programs which had been training men and women as machinists, welders, and automotive mechanics were ended and all of the equipment that had been in the centers was offered to the states. That, along with military equipment rapidly being declared surplus, was at first the schools' only source of supply. No one thought at this time of building new facilities for the trade schools; old buildings would have to be refurbished.

Thus, there was some material for a trade school and some experienced instructors available in 1945. Emerson McCourt had been running a War Production Training Program in Portsmouth. He had just finished closing down the program and inventorying the equipment in the Morley Building at 871 Islington Street when Walter May called him. May, the Deputy Commissioner of Education, told McCourt that the legislature had just authorized the trade schools. May wanted McCourt to make a list of the equipment that would be needed for the new school.

The state was offering to establish a trade school and provide the equipment and the staff if the community would provide a building.

In Portsmouth the Morley Building was leased by the city for a trade school and McCourt became its first Principal. On March 14, 1946, the City Council bought the building for $40,000. Then the council gave it to the state for as long as it was used as a trade school.

The first students entered the Portsmouth school in the fall of 1945 to

study machine shop, sheet metal work, electricity, and heating and air conditioning. These students were all veterans. Some had never finished sixth grade and others had one or two years of college. The only entrance requirement was the willingness to walk in the door and be eligible for the G. I. Bill. Some were eager to learn and some were just there while they tried to find a job. With the exception of the electrical students, most of them were very poor in math, finding algebra particularly difficult.

The postwar shortage of equipment and the need to fit out the Morley Building as a trade school delayed the start of classes. Two-by-fours needed to build partitions had to be sawed out of war surplus two-by-twelves. Doors were nailed together out of rough pine boards. Faculty and students worked together, under McCourt's direction, to refurbish the building. George Strout, then an instructor at Portsmouth, remembered that physical conditions at the Morley Building were pretty bad, but "Emerson kept the building neat and the walls clean."

The school soon expanded, taking over an adjacent brick building from the Morley Company in 1947 for an auto shop. The auto shop instructor, John Jermyn, fixed up that brick building. He took pride in the condition of his shop, keeping the cement floor painted and, in the words of several of the staff, "clean enough to eat off." The following year a "demountable building," acquired from the federal government, was moved to the school grounds to provide still more space.

During that early period, Portsmouth admitted students monthly, and following the industrial model, operated forty hours a week, fifty weeks a year. There were two classes each day, one in the morning and one in the afternoon. Classes were three hours long and each one was broken by a smoking break half way through. The marking system then in use was pass/fail. Many instructors thought that it led to mediocre work on the part of the students.

The establishment of the State Trade School in Manchester was much more

chaotic than in Portsmouth. The school's first home was the bottom two floors of the Cohas Building, an unused brick shoe factory at 252 Willow Street, owned by the International Shoe Company. The only equipment was a chair, a wooden packing crate, and a borrowed typewriter. The classrooms in this building were simply thrown-together spaces, quickly partitioned off from large open spaces. There was no cafeteria in the Cohas Building, so most students ate their lunches at nearby restaurants.

The first student arrived at the Cohas Building on December 4, 1945, ready to start in the machine shop program. There were many problems still to be solved though, among which was the weakness of the floor. It couldn't stand the strain of machine tools being used. Gilbert Dolloff, who was a drafting student there at the time, remembered that "... they were starting to set [the machine shop] up, but they decided not to because of weak floors."

By the end of January, 1946, programs in automotive repair, radio, and electricity were running, and the welding, refrigeration, drafting, and sign painting programs were almost ready to start.

Before the school was completely set up the Cohas Building was sold. The new owner, the Louis H. Salvage Shoe Company, asked the school to move by May 4, 1946. Clifton Dustin, the school's principal, faced the problem of moving the school from one building to another before it was fully established in the first.

People in Manchester wanted to keep the school, so the city offered the unused Webster Street School as a permanent home for the trade school. Renovations, which included two wings added to the building to provide space for shops, were paid for with a grant of $150,000 from the city and an appropriation of $100,000 from the state. The Amoskeag Corporation donated an adjacent vacant lot to provide space for the additions.

The trade school was not able to move by May 4, but as space became ready at Webster Street, individual programs moved and their space in the Cohas Building was

surrendered to the new owners. By early 1947, the move was completed.

Although the trade school had moved, the Webster Street School was not completely refurbished. Some of the work was being done by students because a money shortage had caused delays. The drafting class made some of the drawings for the renovations, and with the other classes, made much of the equipment. Dolloff particularly remembered working under the direction of the welding instructor, Raymond Chapman, making storage racks for the automotive and sheet metal shops. When the work at Webster Street was complete, a sheet metal program was added to the curriculum.

In spite of the confusion caused by moving from one building to another while classes continued, the programs were starting to develop. Courses in physics and related shop were added to the math and major shop courses that had made up the curriculum.

About the time the first classes were starting at Webster Street some students felt they should have some vacation time. A typical schedule was math from eight to ten, physics from ten to noon, and work in the shops all afternoon. Dolloff remembers it as "worse than a factory." Because of feelings such as these, some of the students petitioned Principal Dustin for two weeks vacation in the summer and all federal holidays. Dustin took the petition to the local Veterans Administration Office, where it was approved.

It is significant that the Veterans Administration, not the state, made that decision. During those early years the trade schools were almost an arm of the federal government. The students were all veterans, going to school under the G. I. Bill of Rights, and almost all of the equipment was government surplus.

By 1947, the two trade schools were established in permanent quarters. A principal for each had been appointed, instructors hired, and students admitted. Toward the end of 1947 the composition of the student body started to change.

The first non-veteran was admitted at Manchester on August 11, 1947. By the end of 1948 there were about thirty non-veterans at the two schools.

Although students were entering the schools, not many were graduating. Reports made six months apart showed similar trends in Portsmouth and in Manchester. By June 4, 1948, Portsmouth had graduated thirty-six students, while 122 had left without graduating, and seventy-two were still enrolled. Manchester's report, dated January 1, 1948, showed seven graduates, 136 students who had left before graduation, and 165 students currently enrolled. The seven graduates had been in a one-year drafting program that had since been expanded and lengthened; none of the other programs had been in operation long enough for any students to have completed them.

The large numbers of students who left before graduation did so for many reasons. Veterans with families found it difficult to live on the amount of money provided by the G. I. Bill. Some students left school because they had enough training to get a job. Others discovered they were not interested in the trade for which they were training. Still others left because they were not able to do the work that the schools required.

Statistics for the 1948-49 school year presented a more favorable picture of the trade schools' accomplishments. That year, Manchester, with a student population of 183 men and two women, graduated sixty-one men. Portsmouth, with 120 men, graduated forty-five.

Local industries had asked both trade schools to offer evening classes. The first offered were in Manchester, in 1946, for plumbing, carpentry, and textile apprentices. The next year classes for electrical apprentices were offered in Manchester, and for carpenter's apprentices in Portsmouth.

In 1948, the trade schools and state's teachers colleges planned to work together to train trade and vocational teachers. Tentative plans were made to

have Keene Teachers College students practice teach in the trade schools. The trade schools also were prepared to offer teacher training courses to tradesmen who either were already teaching or who wished to prepare themselves as teachers.

As they grew, the programs at the trade schools became more sophisticated. By 1948 courses in applied mathematics and applied science were added to individual programs. A course titled "Industrial and Labor Relations and Business Management" was required of all students to prepare them to be part of a society that was both democratic and technological.

As the programs at the trade schools became more technical, people felt that the names of the institutions should better describe their function. That feeling led, on August 11, 1949, to a name change. The State Trade Schools were now the New Hampshire Technical Institutes.

The New Hampshire Technical Institutes, 1949 - 1961

No sudden changes occurred with the change in name in 1949. There were, however, a great many incremental changes, all tending toward more theoretical work and less work in the major area shop.

Work on the theories which underlay the various technical areas was included in all programs. Related drafting and blueprint reading courses were added to those programs where the tradesmen used blueprints. Some administrators, particularly Emerson McCourt, wished to include work in oral and written communications and in report writing. Courses in metallurgy and in strength of materials were started for those programs that dealt with metals. Both institutes also faced the prospect of being asked by industries in their regions to offer evening courses in areas such as servomechanisms and chemical milling. Before they could offer courses such as these, both institutes needed to get specialized equipment. That meant additional expenditures by the state.

During the early fifties there were changes in curriculum as well as changes within programs. Portsmouth ended its refrigeration program in 1951. That same

year Manchester's and Portsmouth's sheet metal programs were consolidated in Manchester. By 1953, Portsmouth had hired one more instructor and upgraded its electrical and electronics programs, and added to the drafting program that had recently been started there.

During those years, both the enrollment and the number of graduates remained fairly steady in Manchester while those in Portsmouth varied widely. Manchester enrolled about 200 students at the start of each school year and had a graduating class of just over fifty members. Enrollments in Portsmouth fluctuated from a high of 132 students in 1949 to a low of forty-eight in 1951. Most years just under twenty students graduated at Portsmouth. The graduates all readily found jobs. Those who joined the military found that in many cases their training qualified them for promotion in minimum time.

In those early years there were few amenities for either students or faculty. There was no cafeteria in the Morley Building until 1951, when a kitchen and a lunch room were built. Although it had only a few small windows and has been described as "dismal," it was an improvement over the restaurants in the neighborhood which served more beer than food. The cafeteria at Webster Street was even darker. It was in the center of the basement and was surrounded by corridors, the boiler room, and the building trades shops. Long tables ran down the center of that cafeteria. A serving line along one wall and a table height stainless steel shelf that provided additional seating completed the scene. Neither school had dormitories; those students who were unable to commute had to find rooms or apartments near their school.

Although neither school had recreational facilities, each quickly organized athletic teams. The teams used community facilities for both practice and games. At times, because many teams used the community center, Portsmouth's basketball team had to play its games without having had any practices. The state made no contribution to these teams so a number of expedients were resorted to for money.

In one instance, aluminum parts salvaged from some surplus military equipment were sold as scrap to get money to buy uniforms for Portsmouth's baseball team.

The athletic teams had a ripple effect on life at the institutes. Portsmouth students wishing to have drinks and snacks available outside of the cafeteria's hours, petitioned McCourt for food vending machines. When the machines were installed, the profits were made available to the students and so some sort of student organization had to be set up. That need resulted in a student senate which used the money to support the baseball and basketball teams.

Still, the atmosphere was that of a factory. In Portsmouth it even extended to competing in a local league made up, in large part, of teams sponsored by local industries.

In 1952 and 1953, the technical institutes reached out to provide training for handicapped and disabled students. Special programs were set up and some of the regular instructors were trained by a vocational rehabilitation counselor to work with the handicapped. In August 1953, a group of blind men successfully completed a machine tool operator's course taught by the regular machine shop instructor.

The first handicapped student in a regular program at Portsmouth was a young man who had been born without hands. He was much younger than the veterans and at first did not associate with them. Gradually, however, he developed skills and self-confidence. Although he took longer than most students, this man did graduate and was able to support himself.

In addition to classes for handicapped students, the institutes continued to offer evening courses. Specialized courses for apprentices were continued and trade and technical courses such as drafting, welding, and electronics were offered to the general public as well. Short, one- or two-session courses in areas such as oil burner maintenance, and television repair also were offered. Although the

evening classes were small, the students were enthusiastic - in many cases more so than those in the regular programs.

During the latter part of the fifties, changes in the makeup of the student body caused the institutes to change. The first groups of students had been all veterans. As the number of veterans decreased and non-veterans became the majority, the institutes found that more of their students were coming directly from high school. These changes lowered the average age and raised the average educational background of the student body. They also made the change from trade level programs to programs emphasizing technical knowledge as well as trade skills easier than would have been the case a few years earlier.

There were never very many women enrolled during those early years, and most who did enroll soon dropped out. Those who did not drop out quickly adjusted to the prevailing male culture. At both Manchester and Portsmouth the first women who graduated were in the drafting program. Both did well in school and in their first jobs.

While surplus World War II equipment and supplies were available, the two schools were reasonably well equipped. The basic machines to equip most of the industrial courses had been bought from the federal government - in many cases for as little as five cents on the dollar. Steel and other supplies had been bought at similar prices.

Audio-visual equipment soon started to appear - a movie projector, a magic lantern. Robert Turner, who was a physics instructor at Manchester at the time, still remembers the boost given to faculty morale when a hand cranked spirit duplicator arrived in the early fifties.

During the late fifties and early sixties the pace picked up. Threatened by Sputnik, Congress passed the National Defense Education Act. That act provided money for instructional equipment and for stipends for teachers who took summer courses. The first good oscilloscope at Manchester was bought with some of those

funds.

By 1960, Manchester offered nine programs (sheet metal, electricity, electronics, drafting, automobile repair, carpentry, commercial art, machine shop and welding). Portsmouth offered six (electronics and electricity, machine shop, drafting, tool and die making, an automotive course that included diesel repair, and practical nursing). Enrollment in the various programs was governed by the size of the facilities. Portsmouth's practical nursing program was the Exeter School of Practical Nursing. The students and faculty were in Exeter but it was under the administrative control of Portsmouth.

The Exeter School of Practical Nursing, and its companion, the Hanover School of Practical Nursing, were established in 1960. These two schools were set up by the State Department of Education under the leadership of Doris Sheldon. They were housed at the Exeter Hospital and at the Mary Hitchcock Hospital because the department had no facilities for them.

Both schools were set up using federal money that had been appropriated to deal with a nationwide shortage of nurses. The Exeter school moved to Portsmouth when the college's new building was opened in 1965. The Hanover school did not move until the opening of the Claremont college, in 1968.

In the early sixties, about seventy students graduated from Manchester and about sixty from Portsmouth each year. Placement was good and the graduates' salaries were in line with their training. In 1956, the average starting salary of Manchester's graduating class was $75.72 a week. Those who went to work outside of New Hampshire earned an average of $82.82 weekly. Those were good salaries for the late fifties.

The Building of the Technical Institute, 1961 - 1975

In 1961, to relieve the overcrowding prevalent at both Manchester and Portsmouth, the legislature authorized the development of five vocational institutes and one technical institute, and appropriated $1,650,000 to build and

equip the new New Hampshire Technical Institute. (Manchester and Portsmouth became two of the five vocational institutes and the single technical institute was eventually built in Concord.) That legislation, RSA 188-A, called on the technical institute to "... prepare qualified high school graduates as technicians who may serve as assistants to professionally trained personnel." The vocational institutes were to "... prepare qualified high school graduates or the equivalent as skilled workers to meet the occupational needs of the state."

Since the mid 1950's, Earl Little, at that time Chief of the Division of Vocational Technical Education, had been interested in the training of technicians, people who would be assistants to engineers. Little had been talking about this level of education at several meetings of State Directors of Vocational Education. During this period he visited other states, spending two weeks in California, to investigate technical education. After a discussion one night at a convention, one of his friends said, "Little, what you want to do is go home and establish yourself an advisory committee."

Although the State Board of Education was reluctant at first, an advisory committee was authorized. Robert Parish, the general manager of Sprague Electric, was the chairman. Edward Sweeney of Sweeney's Sales and Service, an auto dealership in Keene (now Fairfield's Motors), was one of the more active members. Other members were Laurence Dwyer, Abraham Bresnick, Francis Tucker, and Robert Hobart.

Little's original proposal was to couple new technical programs in the high schools with an expanded adult education program. This proposal was resisted by many superintendents of local school districts who felt that it would drain money from state aid to local education and by other people who feared it would drain money from the University and the teachers colleges.

Industrialists on the advisory committee were also against the proposal. These men felt that most high school students were not old enough or mature enough

to handle the level of technical education that was necessary. What they wanted was a system of post high school training.

The advisory committee recommended creating a strong central technical institute which would provide dormitory space for at least some of its students and five vocational institutes which would be commuter schools.

That decision on the part of the advisory committee led directly to the bill that was introduced into the 1961 legislature.

Both the State Board of Education and the then governor, Wesley Powell, were looking for something "new" that they could support. Little, working with Philip Darling, Executive Secretary of the New Hampshire Manufacturers Association, Edward Sanel of Sanel Auto Parts, and the new Commissioner of Education, Paul Farnum, drafted the bill which was then introduced by Representative John Pillsbury.

When the bill went to the legislature, Little worked with Sweeney and other members of the advisory committee and with the members of the New Hampshire Manufacturers Association who supported the bill.

Led by Darling, these manufacturers campaigned before the legislature in support of the advisory committee's recommendations. They dominated the House and Senate education committee hearings so completely that there was no opportunity, and indeed no need, for educators to testify.

Several communities - Manchester, Concord, and Berlin among them - wanted the proposed technical institute. At first it seemed that the new school would go to Manchester. After all, Manchester is the largest city in the state and the larger of the two existing institutions was already there. The final decision on a site was up to the State Board of Education. Manchester offered land near the city dump, which the board refused to accept. Some people suspected that the board favored Concord as the site of the new school. That suspicion led citizens groups in cities other than Concord to go to court and get injunctions preventing the board from choosing any site for the technical institute.

If the building program could have started without protest, the technical institute could have opened in 1963. As it was, ground breaking took place in Concord, in 1964, and the first class entered in the fall of 1965. The Concord site, on a 200 year flood plain, is not perfect, but because the city was willing to do more than Manchester in the way of general site preparation, the technical institute was built there.

The original construction at Concord was a combined classroom, laboratory, cafeteria, and administrative building, the Earl Little Building, and a dormitory to house 100 men. When George Strout, Director, and Charles Green, Coordinator of Instruction and Admissions, welcomed the first entering class, the technical institute offered programs in Data Processing, Electrical Engineering Technology, Electronic Engineering Technology, and Mechanical Engineering Technology.

One of the first tasks that Green faced was the need to get information about the new school to prospective students and to prospective employers. Little had felt that the programs would sell themselves but associate degree technical programs were new to New Hampshire, and there were many misconceptions about them. One of the first dropouts at Concord was a Mechanical Engineering Technology student who had entered expecting to learn to be an automobile mechanic.

The first group of students that entered the technical institute included both freshmen and seniors. The year before the technical institute opened, the vocational institutes at Manchester and Portsmouth offered a transition program to some of their drafting and electronics students. This program allowed those students who chose it to take a revised curriculum in their first year and then to transfer to Concord as seniors.

By the late sixties, the technical institute was well established. There were about 300 students enrolled, and as the dropout rate went down, the size of the graduating classes went up. Placement was good and the average starting

salary of the class of 1968 was $6,456 a year. The institute was accredited in 1969 by the New England Association of Colleges and Secondary Schools. Because of the nature of the school, most of its programs were also individually accredited by the appropriate professional organization; in this case, the Engineers Council for Professional Development (now the Accreditation Board for Engineering and Technology, Inc.).

The technical institute expanded during the late 1960's and early 1970's. Health-related programs in nursing, dental hygiene, and radiologic technology were started in 1970. The 94 students in these programs made up almost one-quarter of the student body.

That growth resulted in a building program. By 1970, a health classroom and laboratory building, and the Paul E. Farnum library were open. The cafeteria was expanded to accommodate the increased number of students, and a women's dormitory was opened in the fall of 1972.

By 1973, all three of the original health programs were accredited by their professional associations, and the new Dental Assisting Program was conditionally approved. The institute's health programs were growing satisfactorily, although there was some difficulty recruiting qualified faculty for some programs. In some cases graduates were offered higher salaries than their instructors were earning.

In spite of the problems, however, the institute, under the leadership of David Larrabee, continued to expand its health programs during the mid 1970's. The tech started three programs designed to allow health workers to upgrade themselves. The first of these programs, offered in association with the New Hampshire State Hospital and the University of New Hampshire, was designed so that employees of the hospital could upgrade themselves by earning an associate degree in Mental Health Technology. By the fall of 1974, fifty-five state hospital employees were enrolled.

A second program, experimental in nature, was designed to provide career

advancement for Licensed Practical Nurses. That program, which was federally funded, offered L.P.N.'s a six-week summer program. Students who completed that program could enter the tech's Associate Degree Nursing program as second-year students. Everyone who completed that program was eligible to take the examination for registered nurses.

The third health-related program started in the fall of 1974. This program allowed students who had completed the Dental Assistant Program, or other one-year health-related programs, to earn an associate degree in Health/Science.

The health programs were not the only part of the tech that was expanding in the mid 1970's. An Architectural Engineering Technology program started in the fall of 1973 with eight students. One year later forty-four students were enrolled.

That same year the tech started a solar/wind project that was expected to last three or four years. Using funds appropriated by the 1974 special session of the legislature, this project gave engineering technology students first-hand experience on a real project. Other benefits were projected fuel and electricity savings for the tech and practical energy saving information for the public.

Although there had been a building program at the tech in the early 1970's, by the middle of the decade the institute was, once more, overcrowded. At the start of the 1974-75 academic year the tech had a capacity of 550 students, an enrollment of 601, and had denied admission to 693 qualified applicants.

The mid 1970's were a time of growth for the faculty at the tech. A professional development program and an instructional development program was set up. The grading system was also revised and more electives were offered to the students.

The Expansion of the System, 1963 - 1975

When the schools in Manchester and Portsmouth were changed from technical institutes to vocational institutes not much changed besides the name. Buildings,

faculty and staff remained as they had been. Even the programs were much the same.

In 1963, the legislature appropriated money for buildings to house three of the five vocational institutes that had been envisioned in the 1961 legislation. These three buildings, one in Manchester, one in Portsmouth, and one for the North Country, were the start of a period of rapid growth for the system.

The buildings in Manchester and in Portsmouth were ready for the 1966-67 school year. The north country school, which was located in Berlin, opened in the fall of 1966.

All three institutes had an identical core of programs (machine shop, drafting, electricity, electronics, maintenance mechanic, and automotive repair) that reflected the traditional industrial orientation of the system. Manchester also had a heating, air conditioning, and refrigeration program. In Portsmouth, the Exeter School of Practical Nursing joined the rest of the school when the move was made into the new building. Programs in Forest Utilization and Paper Making, Culinary Arts, and Business Occupations were planned for Berlin, subject to funding. (Only the Culinary Arts Program was included when Berlin opened.) Admission requirements at the vocational institutes varied from program to program but, in all cases, included a high school diploma or its equivalent.

By 1967, sites in Laconia and in Claremont had been chosen for the last two of the institutes envisioned by the 1961 legislature and a sixth school, to be located in the Nashua area, was authorized.

John C. Driscoll, Chairman of the Board of Education, said that industrialists had told him that graduates of the New Hampshire schools were as well trained as graduates from out-of-state schools but that the lack of an associate degree was costing some New Hampshire students as much as $1,000 per year. As a result, in 1967 the State Board of Education authorized the institutes to grant the Associate Degree in Applied Science. Before that they had been awarding just diplomas to

graduates of their two-year programs. Two years later the legislature changed the name and the New Hampshire Vocational Institutes became the New Hampshire Vocational-Technical Colleges.

In 1972, the Division of Post-Secondary Education of the State Department of Education was formed. Previous to that time, the technical institute and the vocational-technical colleges had been part of the Division of Vocational-Technical Education. That division is primarily concerned with vocational education at the high school level. Charles Green, who had left the technical institute to become Director, Post-Secondary Vocational-Technical Education in the Division of Vocational-Technical Education, and had been primarily responsible for the overall supervision of the technical institute and the vocational-technical colleges, became the chief of the new division.

In 1972, the legislation which established the institute-college system, RSA 188-A, was amended to authorize the vocational-technical colleges "... to seek accreditation... as soon as possible within available appropriations, ... in order to meet the requirements for federal aid." In addition, each program within each college should "... meet all of the requirements for professional accreditation or licensing."

By 1975, all six of the colleges were accredited by the New England Association of Schools and Colleges. Among other benefits, accreditation led to an agreement between the Division of Post-Secondary Education and the University System of New Hampshire which allowed students some transfer of credits earned at the colleges to the university system..

The Manchester school, led by George Knox, who had been named to head the school when Dustin retired, moved into its new quarters in the fall of 1966. By 1968 there were 280 students during the day, 200 students in evening programs, and 120 students enrolled in apprentice training courses sponsored by the Federal Bureau of Apprenticeship Training. By 1974, Manchester's extension division was

serving over 600 students each year.

In 1974 an additional administrator, a Coordinator of Instruction, was hired at Manchester. Six new faculty positions, which allowed the college to increase the numbers of students in the automotive, electricity, welding, and heating, refrigeration, and air conditioning programs, and to start a building construction program, were also added in 1974.

By 1975, a building designed for 250 students was accommodating 350 day students and almost 1,000 extension division students and apprentices.

The college had been developing a library since the late 1960s and a librarian was hired in 1970. Six years later, a new library addition seating seventy-five students in a study area was opened.

Portsmouth's growth during the late sixties and early seventies was primarily in its extension division. From about 600 students in 1971-72, the extension division enrollment grew to over 4,800 students in 1967-77.

In addition to regular extension division courses, the Portsmouth college also offered courses sponsored by outside agencies. Through courses sponsored by such groups as the New Hampshire Division of Public Health, the New Hampshire Home Care Services Association, the Young Women's Christian Association, Manpower, and the Governor's Commission on Crime and Juvenile Delinquency, an additional 1,500 students were served yearly. (Although extension division figures for all of the schools are somewhat inflated because any student who registered for more than one course was counted more than once, the total numbers are still an impressive indication that the system was reaching out to non-traditional students throughout the community.)

By 1975, the extension program had grown so much that a building adjacent to the campus was bought to provide additional space for extension division courses.

Portsmouth's day programs also grew during the early seventies and in 1976 the automotive program expanded into a building near the campus which had been

purchased by the college.

The New Hampshire Vocational-Technical College, Berlin, 1965 - 1974

Once the decision was made to establish a vocational institute in the North Country the next step was to acquire a site. Although several communities made bids for the school, Berlin, as the largest and most industrialized community in the North Country was the natural choice for the school's home. The donation of land by Mrs. Anne Twitchell clinched the decision. Groundbreaking took place on August 25, 1965.

The Department of Education announced the day after the groundbreaking that Edward C. Oleson would be director of the new school. Oleson, a Berlin native, started his new job just after the first of the year. Oleson had been principal at the Manpower Training Center, in Manchester and, before that, assistant principal at Berlin High School.

Oleson established a temporary office at 157 Main Street in Berlin, and by the end of January he was hard at work. Before the school could open he had to order equipment and supplies, prepare a catalog, recruit a staff and a student body, and make a schedule.

Using a catalog which he had had printed at the Manpower Training Center, Oleson was soon busy visiting high schools. He recruited from Woodsville, Lincoln, and Conway all the way north to Pittsburg. Between recruiting trips Oleson ordered equipment and selected a faculty and staff. When classes started, on September 19, 1966, the building had not been completed. The 102 men and two women students and the ten instructors moved in among the workmen and started classes.

As the only public post-secondary institution in the North Country the institute was very visible in the community. Beside offering evening and summer courses, the institute often provided meeting space for social, educational, and industrial organizations. In addition to providing a meeting place for local organizations, the school also provided tours of the new facility, and Director Oleson was a

frequent speaker before local civic groups.

Besides having an educational and a social impact on the community, the institute had a direct economic effect, beyond the increased earning capacity of its graduates, on Berlin. At the end of the first year of operation Oleson estimated that counting school purchases, staff salaries, and student spending, the institute had brought over $250,000 into the community and that in 1968, with a complete staff and a full student body, the figure would be close to $350,000. (By 1976 the figure was over $2,400,000.)

Oleson and the faculty were as concerned about the social life of the students as they were about their academic program. Basketball, hockey, and baseball teams were organized soon after the institute opened. Although there were more losses than wins, Berlin did win its first contest, a basketball game with the Manchester institute, by a score of eighty-eight to seventy-four. Later that year the institute held its first winter carnival which the local newspaper called a "huge success."

From the start, Oleson made a continuing effort to attract women to the school. The only women in the first class were two in the Culinary Arts program. Oleson, in speeches to community groups, continued to tell people that there were "... a lot of opportunities for girls in electronics and drafting...." The problem, as Oleson saw it, was that girls in the north country did not see many women working in these fields.

On June 7, 1968, Berlin held its first graduation. Of the 104 students who started in September, 1966, fifty-six received associate degrees.

The attrition rate was a cause of concern to the staff of the institute. At the end of the first year of operation, Oleson had a study made which showed that eighty percent of the students who flunked out did so because they "... couldn't hold their own in math classes." That study led the State Board of Education to approve a one-year Vocational Institute Prep or V.I.P. program. This program,

which lasted into the mid-seventies, allowed marginal students to improve their skills. Students who were successful were guaranteed admission to the institute's regular programs.

From the time that he was appointed to head the Berlin institute, Oleson had wanted to include programs in nursing and in business education. Oleson felt that for the school to survive it had to be able to attract women as well as men. And he realized that in Berlin, New Hampshire, in 1967, the only way to attract women students in significant numbers was to offer programs that trained women for careers that they traditionally had entered.

The State Advisory Committee turned down Oleson's requests for these programs. The committee, which at that time was dominated by representatives of manufacturing industries, felt that the institutes were schools for the mechanical trades and that health agencies and businesses should train their own people.

Oleson did not allow that setback to stop him working towards programs for women. In January 1967, he and Herbert Redfern, the institute's evening school supervisor, met with a group of concerned North Country citizens to discuss ways in which the institute could help alleviate the shortage of nurses in northern New Hampshire. At a second meeting of this group, Oleson proposed that a program to train practical nurses "similar to the one that will begin at Claremont ..." be started at Berlin. He also suggested that programs to train people in other medical skills be considered.

By early spring the Berlin group had held meetings with the State Board of Education and with the State Board of Nurse Education and Nurse Registration. These meetings resulted in a Nursing Advisory Committee being set up at Berlin. This committee, chaired by Redfern, and including representatives from the county medical association, the nurses' associations, high school guidance counselors, and representatives of area hospitals and nursing homes, provided a strong base of local support for Oleson's proposed practical nursing program.

Although the first motions for a practical nursing program were made in Berlin, a group from Lancaster proposed a site in that town. The Berlin City Council acted quickly, however, and voted to spend $6,000 to renovate the second floor of the Berlin Mills fire station if the program was located in Berlin. This offer of additional space was necessary because, although there was enough classroom space at the institute, there was not space for a nursing skills laboratory there.

In February, 1968, the State Board of Education reversed the decision of the State Advisory Committee and approved a practical nursing program for Berlin. The nurses used classrooms at the institute, the nursing skills laboratory at the Berlin Mills fire station, and the St. Louis Hospital and the St. Vincent de Paul Nursing Home for affiliation sites.

Before the first class had graduated, the State Board of Education recommended and the legislature approved an addition at Berlin. That addition not only brought the nursing students fully into the institute, but provided additional classrooms and space for new programs in the business and secretarial fields.

Before the institute opened, all that was available for residents of the Berlin area who wanted to continue their education were G.E.D. programs and, occasionally, high school courses offered in the summer, primarily for high school students who had failed a course needed for graduation. All of this changed, however, with the opening of the college.

By 1968, Redfern had organized evening programs, and transferred the North Country Summer School from the local high school to the Berlin college. In addition, the college provided room for courses offered by the University of New Hampshire, Plymouth State College, and Gorham (Maine)State College. In 1973, that cooperation led to a joint effort, U.N.H. offering an Associate of Arts degree housed on the Berlin campus.

Oleson and Redfern also worked with representatives from Brown Company and

union representatives to train thirty-seven Brown Company apprentices.

Even in Berlin, the 1970's were a time of revolt. As in other places, the problem seemed to be symbolized by hair. As early as September, 1968, in response to a question from a reporter for the Berlin Reporter, Oleson said that he would tell students that there would be no long hair or beards allowed at the Berlin college. Beyond warning a few students to get haircuts, there were no problems with the policy until September, 1970. Then three freshmen were not allowed to register until they had gotten their hair cut. Later that year one student was told to get a haircut by the following Monday and another was suspended for violating the college's hair policy.

Oleson's policy resulted in some controversy. Two letters to the editor opposing his policy were printed in the local paper. Defending his policy, Oleson maintained that short hair was required for reasons of health and safety, and more importantly, because recruiters didn't like long hair and beards. The policy was never formally repealed but photographs taken at the college during the early seventies show hair and sideburns getting longer. The first mustaches and beards at Berlin showed up in a 1972 soccer team photograph.

The original campus at Berlin was a fifteen-acre site which had been donated to the state for a school by Mrs. Twitchell. A later addition of three acres rounded out the original campus. When Mrs. Twitchell died, in 1970, the administrators of her estate, Howard Woodward and Arthur Bergeron of Berlin, and Perne Hutchinson, of Concord, approached Oleson with a proposal that the state buy Mrs. Twitchell's home. That property, which is directly across Route 16 from the original campus, consisted of a fifteen-room house, barns and outbuildings, and 315 acres of land. In 1972, the state bought that property for $90,000.

The following year the legislature appropriated $300,000 to add on to the auto shop, and the culinary arts kitchen and to increase the size of the cafeteria. The State Board of Education refused, however, to request funds that would allow

the college to open the Twitchell house as a women's dormitory. Edward Sweeney, chairman of the state board's subcommittee on the vocational-technical colleges and technical institute, explained that the board's policy was that the vocational-technical colleges were established as schools for commuters and would not become junior colleges.

At the present time the Twitchell house is leased to two employees of the college who live there and rent rooms to twelve women students. The barn is used as a garage for the college's vehicles, and the grounds are a laboratory for the Land Management and Land Surveying programs. An outdoor skating rink and an additional parking lot have also been built on the property.

The college started working towards accreditation by the New England Association of Schools and Colleges in 1974. Oleson's main concern was the inadequacy of the library. The college's first librarian had been hired in 1970, but the library itself was extremely cramped. Shelf space was so limited that when new books were stacked other books had to be removed. At a time when enrollment was going up and student use of the library was increasing there was only space to seat thirty-six students at a time.

In spite of all of the problems faced by Berlin, two years of effort by the faculty and staff were rewarded when the New England Association of Schools and Colleges voted five years accreditation for the college on December 11, 1974. There are still problems to be faced and challenges to be met but the doubters, who told Oleson in 1966 that the school wouldn't be in existence in three to five years, have been confounded.

The New Hampshire Vocational-Technical College, Claremont, 1967 - 1977

The vocational institute at Claremont opened in the fall of 1968. Along with a core of two-year technical programs (Electricity, Electronics, Machine Tool Processes, Electro-Mechanical Drafting, and Mechanical Equipment Maintenance),

Claremont offered one-year health-related programs in Practical Nursing, Medica Laboratory Assistant, and Medical Assistant. Each of the schools has an area of specialization and Claremont's is the allied health sciences. The nursing program came to Claremont ready-made as the state moved the former Hanover School of Practical Nursing to Claremont when the institute opened.

Roland V. Stoodley, Jr. was appointed Director in 1967, a year before the school opened. He set up shop in an old farmhouse, part of the property that the state had bought for the school, and started to deal with all of the problems attendant on starting a new institution. He oversaw the construction of the building, he ordered equipment and supplies, and he selected a faculty and staff. In the fall of 1968, the school opened with 129 students.

Stoodley has always been very active in getting grants for the college. In its first year the college received federal funds to study the feasibility of setting up a cooperative work-study program with local industries, and to pay for a three-year program that gave access, through a terminal at the college, to the computer at the Kiewit Center at Dartmouth. The most notable, and longest lasting grant in terms of its influence on the growth of the college, was the one for the Regional Vocational Summer Program (RVSP).

RVSP brought twenty disadvantaged high school students into the college for six weeks in the summer of 1970. Those students, working with some of the college's faculty, explored various career opportunities by learning some of the skills needed in specific jobs. The hope was that these students would go back to their schools and improve their school work and their behavior. RVSP continued in 1971, and in 1972, was modified to include some deaf students.

That 1972 RVSP session was the start of Claremont's involvement with deaf students. The faculty who worked in that session received some training in communicating with the deaf - finger spelling and sign language - before the students arrived, and an interpreter, Sally Snell, was hired.

Four of the deaf students who had been in that RVSP session enrolled as special students in the fall. Snell remained on the staff, and in addition to her other duties, gave sign language classes to interested faculty, staff, and students.

By the fall of 1973, twelve students were enrolled in the Deaf Adult Vocational Education (DAVE) program and in the accompanying Vestibule Program (VP). DAVE students were in regular courses, taught by regular faculty, where they had the help of an interpreter and, in some cases, a notetaker. VP students were enrolled in special classes, designed to remedy specific academic problems.

The growth of the college was not steady during those first few years. The Mechanical Equipment Maintenance Program was dropped in 1969, and the Machine Tool Processes Program was phased out in 1972. In both cases the cause was low enrollment. A state fiscal crisis also threatened in 1972. The faculty were told that unless the state found additional money some positions would be cut at the college. Several individual faculty members were told that if the budget was indeed cut they would be the ones to be laid off. Although that fiscal crisis was resolved, and only the machine tool positions were cut, the incident lowered faculty morale. The effects of this threatened cut remained for some years.

The college kept much of the equipment from the two phased-out programs. The equipment was used in related courses taught to drafting students and, in 1977, provided the base for a new, one-year machine operator program.

Other changes included an Executive Secretary Program which was added in 1969. Two years later the program was changed to allow students with no typing or shorthand to apply, and renamed Secretarial Science. In 1974, a one-year option was added.

As soon as the legislature authorized the colleges to apply for accreditation, Claremont, under Stoodley's direction began to prepare for the visit of the committee from the New England Association of Schools and Colleges. Committees were

appointed and given their tasks. All the activities of the college were aimed toward the visit of the accreditation committee. The N.E.A.S.C. had only recently added a Commission on Vocational-Technical Education and Claremont was the first institution to apply for membership under the new commission's guidelines. In the spring of 1973, Claremont was the first school accredited by that commission.

By the time the college received its accreditation, Claremont's allied health programs already met the various professional accreditation requirements and its drafting program was certified under a voluntary program sponsored by the American Institute for Design and Drafting.

During those years, the college's commitment to the health field grew. A one-year Occupational Therapy Assistant program was added in 1971. The special session of the legislature that met in 1974 authorized an allied health science building for Claremont. The Newell J. Paire Allied Health Science Building, completed in 1976, was the result. That building provided space to house associate degree programs in Medical Records, Respiratory Therapy, and Physical Therapy Assisting, and to upgrade the occupational therapy program from diploma to associate degree level.

By the late seventies the college was well established. It had a good local reputation, especially among the industries and health agencies that hired its graduates. Enrollment stabilized at about 300 students and there was little faculty turnover.

Students were becoming more diverse than before in age, background, and experience. A significant minority either had some college experience or had worked for a while before coming to Claremont. Placement for the college's graduates is good and starting salaries are high. Usually only two or three percent of the graduates are still job hunting the fall after their graduation. Most graduates get two or three job offers and choose from them without looking further.

The New Hampshire Vocational-Technical College, Laconia, 1968 - 1977

The vocational institute to serve the Lakes Region of New Hampshire opened in Laconia in 1968. Robert Turner, who had taught physics and been assistant principal at the Manchester school, was appointed Director at Laconia. The Laconia school offered the same core of electrical and mechanical programs as Claremont in addition to programs in marine engines and in printing.

The college offered evening courses and workshops from its beginning. That attempt to reach out to the community led to an apprentice machinist course co-sponsored by the Federal Bureau of Apprenticeship Training, a Psychiatric Aide program for employees of the Laconia State School, a Fire Service Training Program, and New Hampshire's first Emergency Medical Technician program for ambulance drivers. The college also provided space for extension programs offered by Plymouth State College and for home extension workshops offered by the United States Department of Agriculture.

Under Turner's leadership, the college grew during the late sixties and early seventies. A Secretarial Program, recommended by the college's advisory committee, started in September, 1969. In 1972, a diploma program in residential electricity was added to complement the Industrial Electricity program. At the same time, the Fire Protection Program, which had been part of the extension division, was changed to a full time day program.

In 1970 and 1971, placement was difficult at Laconia due to the recession, but by 1972, the placement rate had improved. Only one graduate was still looking for work that September and in 1973 all the graduates who wanted jobs were soon employed.

Student enrollment, both during the day and in the extension division, was low, probably due to the effects of the recession on the job market. By the fall of 1974, however, both day and evening enrollment showed a marked increase.

The college adopted a semi-open door policy and used a combination of

testing, pre-admission counseling, and part time status for weak students to reduce attrition. Non-credit developmental math and English courses were added for those students who needed them, and the Secretarial Program was revised to accommodate students' varied backgrounds. At the same time, students who entered already having certain skills were offered the chance to earn advanced standing with a credit by exam policy.

In 1972 and 1973, new electives were added and all of the college's offerings were revised to meet the guidelines of the New England Association of Schools and Colleges. The college received notice of its accreditation by the N.E.A.S.C. in June, 1974. By the next year, the college not only met accreditation requirements, but each program had a permanent craft committee to help the faculty keep abreast of industrial requirements.

The New Hampshire Vocational-Technical College, Nashua, 1970 - 1977

The New Hampshire Vocational-Technical College at Nashua was not one of the institutions authorized by the 1961 legislation. Not until 1967 did the legislature respond to the increased growth in southern New Hampshire by appropriating money for a vocational-technical college in Nashua. The State Board of Education went outside of the system to name Robert Bloomfield as Director. The building was not complete when the college opened in September 1970, with ninety-seven students. For the first few months the Marketing and Management and the Secretarial students met in a refurbished tractor repair barn; students in Electrical, Electronics, and Drafting programs met in a church hall; and the Machine Tool students attended the voc-tech college at Manchester. Bloomfield was at last able to gather his students together when all programs moved into the new building over Thanksgiving week. The college grew rapidly, and had over 300 students by 1974.

Co-op programs were a distinctive feature at Nashua from the start. Marketing and Management students started a co-op experience in the summer of 1971. Secretarial students included a part-time co-op segment in their program during the 1971-72

school year. Students in the Machine Tool Program started a summer co-op program in 1973.

The college started evening courses soon after moving into its permanent quarters. The extension division grew quickly. In the 1972-73 school year 159 students took evening courses. By 1974-75, the extension division had grown to over 1,000 students. At the same time almost 5,000 people from groups such as the Hillsborough County Extension Service, the New Hampshire Safety Council, the Nashua Chamber of Commerce, and the Nashua Police Department used college facilities.

During the mid-seventies the college tried several experiments to reduce attrition. Preparatory math, reading, and English courses were offered in the summer for entering students who needed them, and course work was stretched to three years for weak students. In the same view, the English and social science courses were revised to accommodate a wider range of student abilities and a one-year secretarial program, which offered machine transcription instead of shorthand, was started.

In 1975, a new building to house automative programs was built and programs in auto mechanics, truck, bus, and diesel mechanics, and auto body repair were started. These new programs, as well as the already established programs, had active craft advisory committees to help the faculty keep their programs current with industry's requirements.

EPILOGUE

By 1975 the technical institute and the vocational-technical colleges had developed to their present form. Two trade schools devoted to teaching job skills to returning veterans are now seven schools training technicians, trades people, business people, and health care specialists. Yet, throughout all of the growth, the purpose of the schools has not changed. They provide students with the training needed for careers in the industries, businesses, and health care facilities of New Hampshire.

For over thirty-five years these schools have supplied New Hampshire's industries with well-trained workers. Their several thousand graduates and the employers who hire them can attest to these schools' value. The annual placement reports thoroughly demonstrate their success. But they are, to a large extent, invisible to the general public.

Over the years these schools have been distinguished by an extraordinarily high level of ability and dedication on the part of their administration and faculty. As the institute and the colleges move into the eighties they face new problems - different if not more serious than those faced in the forties, fifties, sixties, and seventies.

The eighties are a time when all public institutions are dealing with the reality of decreased funds and increased costs. If these schools are going to continue to offer high quality training geared to the needs of New Hampshire's economy, they will have to meet these challenges. Not only does equipment have to be continually updated as technology advances, but faculty skilled in teaching and experienced in their field must be recruited and retained. The future of these schools depends on solutions to these problems.

APPENDIX A

An Overview of the Post-Secondary System as of 1981

Placement

1036 seniors graduated from the Technical Institute and Colleges in 1981.

76% were employed by almost 400 separate firms.

12% continued their education full-time.

2% did not seek employment after graduation.

8% were still seeking employment on November 1, 1981.

2% status was unknown on November 1, 1981.

Of the 771 graduates employed full-time:

94% are employed in their major or a related field of study.

77% are employed in-state.

83% commute to work from their home town.

It is estimated that all graduates employed full-time will have a gross dollar earning power of approximately $9.8 million during their first year of employment.

Enrollments

Day School Totals
(freshmen, seniors and part-time students)

	1980-81 Enrollments	1980-81 Graduates		
		Male	Female	Total
Concord	670	138	188	326
Berlin	401	86	51	137
Claremont	379	53	122	175
Laconia	252	60	22	82
Manchester	325	112	5	117
Nashua	369	66	32	98
Portsmouth	239	53	48	101
TOTALS	2635	568	468	1036

Evening School Totals*

Regular Course Enrollments	One-Night Course Enrollments
17,400	2,254

*Students who enrolled in more than one course are counted one time for each course for which they are enrolled.

Permanent Classified Positions at the Institute and Colleges as of July 1, 1981

	Faculty	Administration and Staff	Total
Concord	63	41	104
Berlin	32	19	51
Claremont	36	20	56
Laconia	23	13	36
Manchester	27	16	43
Nashua	25	17	42
Portsmouth	20	12	32
TOTALS	226	138	364

FY 81 Budget - for the six Colleges and Institute

Federal	State	Other*	Total
$877,808	$5,891,342	$3,694,531	$10,463,681

*This income is derived from tuition. In the 1980-81 academic year, tuition at the Technical Institute was $650 and at the Colleges was $600.

Full-Time Day Programs

	Associate Degree	Diploma	Special
Concord	11	2	1
Berlin	11	4	-
Claremont	10	5	1
Laconia	7	2	-
Manchester	8	-	-
Nashua	9	1	-
Portsmouth	4	1	-

Appendix B

The Administrators of the System

The Central Office[1]

John Grastof, Director of the Trade Schools, 1945-1949

John P. Walsh, Director of Vocational-Technical Education, 1949-1955

Earl Little, Chief, Division of Vocational-Technical Education, 1955-1966

Neal D. Andrew, Jr., Chief, Division of Vocational-Technical Education, 1966-1972[2]

Charles H. Green, Chief, Division of Post-Secondary Education, 1972 - present

[1]Under various titles these people had the primary responsibility for the day-to-day administration of the system.

[2]Andrew served as Chief, Division of Vocational-Technical Education from 1966-1976. The Post-Secondary Division was taken out of the Division of Vocational-Technical Education and established as a separate division in 1972 with Green as chief.

Manchester

Clifton H. Dustin, Principal, 1945-1959

George C. Knox, Principal, 1959-1967; Director, 1967-1976

Richard E. Mandeville, Director, 1976-1979; President, 1979 - present

Portsmouth

Emerson A. McCourt, Principal, 1945-1967; Director, 1967-1974

Robert E. Lloyd, Director, 1975-1977

George M. Strout, Acting Director, 1977

Daniel Forte, Director, 1977-1979; President, 1979 - present

Concord

George M. Strout, Director, 1964-1972

Charles H. Green, Acting Director, 1972

Alfred Fillion, Acting Director, 1972-1973

David Larrabee, Director, 1973-1979; President, 1979 - present

Berlin

Edward C. Oleson, Director, 1966-1979; President, 1979-1981

Larry Twitchell, President, 1981 - present

Claremont

Roland V. Stoodley, Jr., Director, 1967-1979; President, 1979 - present

Bertram V. Mills, Acting President, 1980-1981

Laconia

Robert Turner, Director, 1967-1979; President, 1979 - present

Nashua

Robert E. Bloomfield, Director, 1969-1979; President, 1979 - present